

CHAPTER III

RESEARCH METHOD

This chapter discusses about research design, research subject, data collection, and data analysis in order to answer the research question.

3.1 Research Design

Creswell (2009) explains that research designs are plans and the procedures to do research in which the researcher will make decisions from general assumptions to detailed activities of collecting data and analysis. Thus, the researcher needs appropriate research designs in order to get the correct answer from the research questions.

The researcher employed qualitative descriptive as the research design in this study. The researcher used it because the data explained descriptively and the result was in words explanation. Ott, Thomas, and Fernando (2018) argue that descriptive research focuses on making description systematically and precisely based on the reality of the certain object.

Moreover, the researcher applied qualitative research approach in this study to get the data of students' perceptions about the techniques of teaching speaking employed by the native teacher at the UMM. Fraenkel, Wallen, and Hyun (2012) claim that a study that examines the quality of relationships, activities, situations, or materials is usually called qualitative research. Thus, the researcher believes that qualitative research design was appropriate for this study because the researcher wanted to examine more depth about students' perceptions about the techniques of teaching speaking employed by the native teacher.

Moreover, the purpose of this research was not intended to make a generalization to all native teachers.

3.2 Research Subject

Theobald (2017) argues that research subject is the human subject who is being the target of the research. In this study, the researcher used the students from the sixth semester who had been taught by the native teacher in the first and second semester. They were small A, small B, and small D class at ELED UMM. The total numbers of student were 50 students. Thus, the researcher distributed 50 questionnaires in these three classes. Besides, the participants for an interview were six participants. When chose the participants for the interview section, the researcher considered some criteria because the researcher used purposive sampling. Furthermore, the researcher chose six participants for the interview by considering the questionnaire result: two of them have a higher score of questionnaire result, two of them have a middle score of questionnaire result, and two of them have the lowest score of questionnaire result (See Appendix 4).

The participants were enrolled at ELED UMM. Then, the students had the learning experience with the native teachers in speaking class at the first and the second semester. The teacher who taught them in speaking class came from the USA. Brown and Kachru (2006) argues that there are three circles of English users: inner, outer, and expanding circles. People who come from USA, Australia, New Zealand, and British are considered as the inner cycle or native speakers of English.

3.3 Data Collection

Fraenkel, Wallen, and Hyun (2012) explain that research instrument is the tool to collect the data. Thus, the researcher used questionnaire and interview as the research instruments.

2.5.3 Questionnaire

Van Calster, D'Argembeau, and Majerus (2018) explain that the questionnaire is a data collection technique which is usually employed by distributing a set of questions or statements to the participants. Fraenkel, Wallen, and Hyun (2012) stated that there are two types of questionnaire forms: close-ended questions and open-ended questions. Closed-ended questions are the questions which usually used multiple choice or rating questions form, the result of the questionnaire processed by using a computer. On the other hand, open-ended is the questions which let the participants give more individualized responses or opinions.

Thus, the researcher used the closed-ended questionnaire to know students' perceptions about the technique of teaching speaking employed by the native teacher. In this questionnaire, the researcher asked the students' perceptions of the activity used by the native teacher in speaking class, such as: presentation, game, role play, etc. The participants could choose to agree, strongly agree, neutral, disagree, or strongly disagree toward statements in the questionnaire. Besides, the questionnaire of this study was the result of modifying the questionnaire from the thesis of Jayusman (2009). The researcher adopted 11 question items of 13 questions. Besides, the researcher deleted two items because the statements were

not appropriate for this study. Thus, the questionnaire of this study has 20 questions items in which there would be some contrast statements. Moreover, the researcher provided some contrast statements to check the consistency of the participants. Furthermore, the questionnaire result became supporting data of interview result. The questionnaire was presented in Appendix 2.

3.3.2 Interview (Semi structured interview)

The researcher also used the interview. Interview is data collection technique which is applied by asking some questions directly with the participants. Creswell (2009) stated that the researcher usually conducts interview with the participant face to face, telephone or take part in selected group interviews, with six to eight participants in each group.

Creswell (2012) explains that there are three types of interview. Those are: structured, semi-structured and unstructured. A structured interview is an interview style which already had questions list. On the other hand, a semi-structured interview is an interview style in which the researcher used general questions to stimulate specific answers in the last. In contrast, an unstructured interview is an interview style which the questions came spontaneously based on observing the situation. Thus, the researcher usually does not have any question list. Moreover, the researcher used the participants' responds to explore the next questions.

Fraenkel, Wallen, and Hyun (2012) stated that the structured and semi-structured interview is the appropriate way to collect the data in qualitative research. Thus, the researcher used the semi-structured interview in this study.

The researcher used semi-structured interview because it also could examine the information in-depth. Therefore, the interview result became the main data in this study. Moreover, the guideline of the interview was provided (See Appendix 1).

3.3.3 The Data Collection Procedures

According to Fraenkel, Wallen, and Hyun (2012, p.431), “The collection of data in a qualitative research is ongoing. The researcher is continually observing people, event, occurrences, often supplementing his or her observations with in-depth interviews of selected participants and the examination of various documents and records relevant to the phenomenon of interest”. In this study, the data collected from the result of close-ended questionnaires and the semi-structured interview. Besides, the researcher took the data from A class, B class, and D class in the sixth semester at ELED UMM. Thus, the procedures of collecting the data in this study were as follows:

1. The researcher distributed the close-ended questionnaire to the participants.
2. Then, the researcher collected the students' answers.
3. The researcher interviewed six students.
4. The researcher recorded the interview.

3.4 Data Analysis

According to Fraenkel, Wallen, and Hyun (2012, p.431), “Analyzing the data in a qualitative study essentially involves analyzing, synthesizing, and reducing the information the researcher obtains from various sources”. Thus, the researcher explained analyzing the data procedure in this step. The procedures for analyzing the data were as follows:

1. The researcher made tables for every question answer from the questionnaires.
2. The researcher calculated the questionnaire result and made a group for specific answers.
3. The researcher calculated the total score for each participant.
4. The researcher transcribed the interview result.
5. The researcher reduced unnecessary data from the interview result.
6. The researcher combined the questionnaires result and the interview result.
7. The researcher presented the result of the data in the form of descriptive.